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ABSTRACT

These two booklets, one for juvenile counselor candidates and one for test administrators, provide information about the examination developed as part of the evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections program in California. The candidate information booklet (1) provides background information about the development and validation of the Juvenile Counselor Examination; (2) familiarizes candidates with the examination format; (3) previews the contents of the Juvenile Counselor Examination; and (4) provides sample problems (with answers) to help candidates prepare for the examination. The user's manual (for test administrators) describes the format and content of the Juvenile Counselor Examination and provides a brief history of its development. Information about the examination's reliability and validity is also provided, along with detailed administration instruction. Finally, guidelines for score interpretation are given along with cautions as to the limits that must be placed upon such interpretations. (KC)

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JUVENILE COUNSELOR CANDIDATE INFORMATION BOOKLET AND USER'S MANUAL

STANDARDS AND TRAINING FOR CORRECTIONS PROGRAM

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Candidate Information Booklet:
Juvenile Counselor

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In preparing the Probation Officer Examination for the California Board of Corrections, Personnel Decisions, Inc. has taken into account the following documents concerning selection testing:

- The American Psychological Association, Standards for Educational and Psychological Tests, (1974)
- The APA Division of Industrial-Organizational Psychology, Principles for the Validation and Use of Personnel Selection Procedures, 2nd edition (1980)
- The Equal Employment Opportunity Commission, Uniform Guidelines on Employee Selection Procedures, (1978).

Juvenile Counselor Candidate
Information Booklet

Overview

The Juvenile Counselor Candidate Information booklet is designed to serve four functions:

- to provide background information about the development and validation of the Juvenile Counselor Examination;
- to familiarize candidates with the examination format;
- to preview the contents of the Juvenile Counselor Examination; and
- to provide sample problems (with answers) to help candidates prepare for the examination.

Development of the Juvenile Counselor Examination

The Juvenile Counselor Examination was developed as a result of a three-year statewide analysis of the juvenile counselor position. The analysis was undertaken as a result of state legislative action that mandated, among other things, the development and validation of entry-level selection procedures for the juvenile counselor job.

Examination development began with a review of job descriptions and related documentation, site visits, and interviews with juvenile counselor incumbents and supervisors, culminating in the development of a job analysis questionnaire. This questionnaire was administered to juvenile counselor incumbents and supervisors from agencies throughout California. Questionnaire results were used to determine the nature of the juvenile counselor job and to develop a clear and comprehensive description of the knowledges, skills, abilities, and personal characteristics necessary for successful job performance.

Several tests were identified as being good measures of the knowledges, skills, and abilities identified in the job analysis questionnaire. These tests were administered to a sample of juvenile counselor incumbents. At the same time, incumbents' supervisors rated their performance in specific job areas. The Juvenile Counselor Examination represents the combination of tests found, on the basis of test scores and job performance ratings, to provide a reliable, valid, and fair indication of incumbents' abilities to successfully perform the job.

Examination Format

The Juvenile Counselor Examination consists of a single test booklet and an accompanying answer sheet. You will answer all examination

questions on the answer sheet - **DO NOT MARK IN THE TEST BOOKLET ITSELF**. Testing will be done in a group setting. The Juvenile Counselor Examination has three parts, each of which is timed. Time limits have been set so that you should have plenty of time to complete all items. Total testing time will be approximately 1 1/2 hours.

Preparing for the Juvenile Counselor Examination

This booklet is designed to familiarize you with the types of items you will find in the Juvenile Counselor Examination. A brief description of the ability or skill measured in each part of the exam is given below and worked examples of the types of items you will find in each part are presented. For Parts 1 and 2 of the examination, short practice tests are given to help you better prepare for taking the Juvenile Counselor Examination.

Part 1. Reading Comprehension. Part 1 consists of three brief (one to three paragraphs) reading passages, each followed by 10 to 14 factual questions. The 34 items in Part 1 are designed to see how well you can read and remember what you have read. The questions that follow each passage are mostly factual. They require only that you remember what you have read, or that you draw simple conclusions based on information presented in the passage. The passages are written so that they are similar in content to the types of information juvenile counselors read on the job. In completing these items, you should base your answers only on the information presented in the passage, and not on what you know or believe to be true about the juvenile counselor job. You may refer back to the passages at any time.

Now, read the passage below, and answer the four questions that follow it.

The Anoka County Courthouse was built in 1964 at a cost of 3.2 million dollars. Most of the funds came from state and county taxes but approximately 1/6th of the money was supplied by a federal matching grant. Almost 100 cases a month are tried in the courthouse which is home to five full-time judges. The average trial takes about 3 hours a day, and lasts 1-2 weeks.

1. The Anoka Courthouse was built:

   A) 1961
   B) 1962
   C) 1963
   D) 1964

2. Approximately how much money was supplied by the federal government to help build the courthouse?

   A) 1 million
   B) 1/2 million
   C) 1 1/2 million
   D) 1/6 million

3. How many judges work full time in the courthouse?

   A) 3
   B) 4
   C) 5
   D) 6

4. Several part-time judges also work at the Anoka County Courthouse.

   A) True or probably true.
   B) False or probably false.
   C) Not enough information.

For problem 1, you should have chosen answer D (1964) because the passage clearly states that the courthouse was built in 1964. For problem 2, the correct answer is B, 1/2 million. If the courthouse cost 3.2 million dollars, 1/6 of this amount is approximately 1/2 million dollars. The answer to problem 3 is C. The answer to problem 4 is A. If 100 cases are tried each month and each case takes 1-2 weeks, it is not likely that the five full-time judges would be able to hear all the cases.

You will have 15 minutes to work the problems in Part 1. Because time is limited, you should work as quickly as you can without becoming careless. In working the problems you may refer back to the reading as often as you like. You should assume that everything in the passages is true and base your answers only upon the material presented in the passages, even if it conflicts with what you believe to be true about the juvenile counselor job. If you're not sure of an answer, mark the choice that is your best guess.

On the next page is another sample passage and ten practice problems. Read the passage and try to answer all the problems. This practice test should take you no more than 5 minutes to complete. When you have completed all of the items turn the page and check your work. For items that you missed, try to determine why the given answer is correct.

Reading Comprehension
Practice Test

VACATION POLICY

Upon completing one year of continuous service, all permanent employees are entitled to five days of vacation. Employees with two to eight years of service may take ten days of vacation each calendar year. After eight years of service, employees will be given fifteen days of yearly paid vacation.

All employees must schedule vacations at least two months in advance, and they must be approved by the Chief of the Department.

For each day an employee is absent from work with pay, he/she will lose half a day of vacation time.

Employees may carry over portions of their vacation for use in future years under these conditions:

a) Every employee must take at least five days of vacation per year.

b) Employees with one to eight years of service may carry over no more than five days of vacation each year.

c) Employees with more than eight years of service may carry over no more than ten days of vacation per year.

d) No employee may have more than thirty days of vacation carried over from previous years.

Holidays occurring during an employee's vacation will not be charged to his/her vacation time.

1. How many days of vacation are employees allowed after one year of service?

   A) 1
   B) 3
   C) 5
   D) 7

2. An employee who is eligible for 10 days of vacation a year has been employed at least:

   A) Six months
   B) Two years
   C) Nine years
   D) Fifteen years

3. How many days of vacation can be taken by an individual who has been employed 9 years?

   A) 3
   B) 4
   C) 10
   D) 15

4. Holidays occurring during an employee's vacation are:

   A) Counted as part of the vacation
   B) Not charged to the vacation
   C) Carried over to the next year
   D) Treated as weekends

5. The term "carry over" refers to the fact that:

   A) Unused vacation time may be used the next year
   B) Extra vacation time for good work can be accumulated
   C) Unpaid leave is subtracted from vacation time
   D) Weekends are counted as vacation time

6. How long must an individual be employed before he/she is permitted to carry over more than 30 days?

   A) One year
   B) 1-8 years
   C) More than 9 years
   D) None of the above

7. If an employee is absent from work with pay for four days, how much vacation time will he/she lose?

   A) One day
   B) Two days
   C) Four days
   D) Six days

8. Vacation must be scheduled at least:

   A) 2 weeks in advance
   B) 1 month in advance
   C) 2 months in advance
   D) 6 months in advance

9. Who must approve vacation times?

   A) The supervisor
   B) The Chief of the Department
   C) The County Services Board
   D) The accounting office

10. An employee with 6 years of service is allowed to carry over:

    A) 5 vacation days
    B) 10 vacation days
    C) 15 vacation days
    D) No vacation days

Answers to Practice
Reading Comprehension Test

1. C; First sentence.
2. B; Second sentence.
3. D; Third sentence.
4. B; Last sentence.
5. A; Must be inferred from the reading.
6. D; Point d.
7. B; Third paragraph.
8. C; Second paragraph.
9. B; Second paragraph.
10. A; Point b.

Part 2. Arithmetic. Part 2 of the Juvenile Counselor Examination contains 35 arithmetic problems. These problems require that you apply the operations of addition, subtraction, multiplication, and division to problems dealing with whole numbers, fractions, and decimals. For each problem, four possible answers are given. You are to choose the correct answer to each problem.

Now try the sample problems below.

1. 8 + 13 =

   A) 21
   B) 31
   C) 22
   D) 32

2. 3.1 - 2.6 =

   A) 1.5
   B) 2.3
   C) 0.5
   D) 1.2

3. 1/2 - 1/4 =

   A) 1/2
   B) 1/4
   C) 4/2
   D) 2/4

4. 5% of 22 =

   A) 0.10
   B) 11.0
   C) 0.11
   D) 1.1

The answer to problem one is 21, (A). The answer to problem two is 0.5. In problem 3, 1/2 can be rewritten as 2/4. Because 2/4 - 1/4 = 1/4, the answer to problem 3 is B. Problem 4 can be rewritten as .05 x 22 which equals 1.1.

You will be given 10 minutes to work the problems in Part 2. You should work as quickly as you can without becoming careless. If you are not sure of the answer to a problem, mark the choice that is your best guess.

You will not be permitted to use a calculator. Scratch paper will be provided for calculations -- **DO NOT MARK IN THE TEST BOOKLET.** The best preparation for arithmetic problems is lots of practice.

On the following page are more practice arithmetic problems. You should take no more than 3 minutes to complete these problems. When you have finished, turn the page and check your answers.

Arithmetic
Practice Test

1. 16 + 9 =

A) 24
B) 25
C) 26
D) 27

2. 3/4 - 1/4 =

A) 1/3
B) 3/8
C) 1/2
D) 4/4

3. .3 x .12 =

A) .036
B) .36
C) 3.6
D) 36.0

4. 96 ÷ 12 =

A) 9
B) 8
C) 7
D) 6

5. 1/4 + 3/2 =

A) 3/8
B) 4/6
C) 2/12
D) 7/4

6. .68 - .49 =

A) .29
B) .28
C) .19
D) .18

7. 6 x 135 =

A) 810
B) 680
C) 780
D) 690

8. 3/4 ÷ 1/2 =

A) 3/2
B) 3/8
C) 4/6
D) 2/2

9. 12% of 24 =

A) .50
B) .48
C) .288
D) 2.88

10. 1/3 x 1/2 =

A) 2/5
B) 2/6
C) 1/6
D) 2/3

Answers to Practice Arithmetic Test Problems

1. B; 25.

2. C; 3/4 - 1/4 = 2/4 which can be written as 1/2.

3. A; .036.

4. B; 8.

5. D; 3/2 = 6/4, 6/4 + 1/4 = 7/4.

6. C; .19.

7. A; 810.

8. A; 3/4 $\div$ 1/2 can be written as 3/4 x 2 = 6/4 = 3/2.

9. D; problem can be written as, .12 x 24.

10. C; 1/6.

Part 3, Personal Characteristics. Part 3 of the Juvenile Counselor Examination contains items that assess several personal characteristics found to be important components of successful juvenile counselor performance.

Part 3 consists of 48 statements. You are to read each statement and decide whether it is true or false for you. Examples of statements similar to those in Part 3 of the Juvenile Counselor Examination are given below.

You plan and organize your work in detail.

You often have trouble sleeping at night.

Children today have it easier than you did.

You are happiest when you are doing something complex.

For the items in Part 3, it is generally best to go with your first reaction and not to spend too much time on any one item. Not all of the items in Part 3 are scored, but it is very important that you answer every item. Leaving items blank can only result in a lower score and lessen your chances of being selected.

A Final Word About Testing

Below are several suggestions about taking the Juvenile Counselor Examination. If you work all of the problems in this booklet and follow the suggestions, you will be at your best when you take the exam.

In general, you should work quickly, but not so fast as to become careless. The time limits have been set to allow you plenty of time. If you have a question during testing, raise your hand and a proctor will assist you.

Always read all possible choices before marking your answer. If you don't know the answer to a problem it is usually best to skip it and go on to the others. If you finish before time is called, you can go back to any problems you may have skipped.

If you are not sure of the answer to a problem, eliminate the answers you know are wrong and then mark the choice that is your best guess. You will not be penalized for guessing. Your score is simply the number of problems you answer correctly so you should not leave any problems unanswered even if you are only guessing.

You should get a good night's sleep the night before the examination. Some people find that eating a snack or light meal an hour or two before testing is good preparation. Finally, be sure to arrive at the testing location (printed on the cover of this booklet) 10-15 minutes before testing is scheduled to begin. If you have any questions about testing, call the number printed on the cover of this booklet.

Good luck.

STANDARDS AND TRAINING
FOR CORRECTIONS PROGRAM

STC

BOARD OF CORRECTIONS

USER'S MANUAL

JUVENILE COUNSELOR

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CALIFORNIA BOARD OF CORRECTIONS

Standards and Training for Corrections Program

User's Manual for the Juvenile Counselor Examination

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In preparing the Juvenile Counselor Examination for the California Board of Corrections, Personnel Decisions, Inc. has taken into account the following documents concerning selection testing:

- The American Psychological Association, Standards for Educational and Psychological Tests, (1974).
- The APA Division of Industrial-Organizational Psychology, Principles for the Validation and Use of Personnel Selection Procedures, 2nd edition, (1980).
- The Equal Employment Opportunity Commission, Uniform Guidelines on Employee Selection Procedures, (1978).

OVERVIEW

This manual describes the format and content of the Juvenile Counselor Examination and provides a brief history of its development. Information about the examination's reliability and validity is provided so that the user is fully informed of these crucial characteristics. This information is essential to permit potential users to judge the appropriateness of the Juvenile Counselor Examination for use in various situations. Detailed administration instructions are provided (including verbatim proctoring instructions) to ensure that the exam is administered under standard conditions every time it is used. Finally, guidelines for score interpretation are given along with cautions as to the limits that must be placed upon such interpretations. Agencies interested in including the Juvenile Counselor Examination as part of their selection procedures should contact the Standards and Training for Corrections Program, California Board of Corrections, Sacramento, CA 95814.

THE JUVENILE COUNSELOR EXAMINATION

The Juvenile Counselor Examination was developed as the result of a three-year, statewide analysis of the juvenile counselor position. The exam measures several abilities and traits that, when taken in combination, provide a reasonable indication of ability to perform the juvenile counselor job. The format and content of the Juvenile Counselor Examination are described below, followed by a brief history of its development.

The Juvenile Counselor Examination consists of 117 items in three parts assessing candidates' cognitive and noncognitive knowledges, skills, abilities, and personal characteristics. The exam has a total testing time, including time for administration instructions, of approximately 1 1/2 hours.

Two cognitive abilities are measured in parts 1 and 2. The first of these measures candidates' ability to read, understand, and recall written information. These 34 items consist of three brief (1-3 paragraphs) passages, each followed by 10-14 factual questions. The passages are written at approximately a twelfth-grade level and are similar in content to the types of information juvenile counselors read in the course of their job.

Part 2 contains a second set of 35 items that measure candidates' facility with the arithmetic operations of addition, subtraction, multiplication, and division. Candidates apply these operations to simple problems involving whole numbers, fractions, decimals, and percentages.

Part 3 of the Juvenile Counselor Examination consists of items that assess several personal characteristics found to be important components of successful juvenile counselors' performance. Approximately one-third of the items were drawn from scales (MPQ Control and CPI Socialization and Responsibility) that reflect a tendency to take a cautious, planful approach to life. Persons who receive high scores on these items are described by others as being rule-respecting, self-controlled, responsible, and preferring to plan their activities rather than play things by ear. Another personal characteristic measured in part 3 is dominance (CPI Do). Dominant persons are those who behave in an ascendant manner, who are self-confident, who can take the initiative, and exercise leadership in a self-assured manner. Part 3 also contains items from the MPQ Stress Reaction scale. These items assess candidates' ability to put fears and worries out of their minds easily and not be troubled by emotional turmoil or feelings of guilt.

Approximately half of the items were drawn from the Empathy and CPI Sociability scales. In general, high scoring candidates are those who are outgoing and participative and who are patient and affiliative by nature.

Users are cautioned not to over-interpret the psychological meaning of candidates' scores. Individual items were selected on the basis of their relationship to the overall criterion (i.e., their criterion-related validity). They were not selected to yield meaningful interpretations of underlying psychological constructs. Exam development was much less concerned with the exact meaning of scores than it was with the ability of the scores to predict job performance. In other words, the Juvenile Counselor Examination was developed because of what its scores can do and not because of what they mean. Further guidelines to score interpretation are given later in this manual.

Additional guidance about the skills, abilities, and personal characteristics measured by the Juvenile Counselor Examination can be found in Table 1. This table shows the correlation of the Juvenile Counselor Examination with 14 other measures of cognitive or noncognitive abilities. Because the Juvenile Counselor Examination shares items with several of the tests, Table 1 also shows the percentage of items in common between the exam and each test. The more items two tests share, the higher the expected correlation between the tests. Table 2 describes the tests listed in Table 1.

The higher the correlation between the Juvenile Counselor Examination and another test, the more similar the abilities, skills, or personal characteristics measured by those tests (remember, however, that the correlations are inflated by item overlap). The correlations in Table 1 can be used to gain insight into the meaning of Juvenile Counselor Examination scores by noting which tests correlate highly with the exam and then reading the descriptions of those tests. A Juvenile Counselor Examination score can be interpreted as representing the combination of skills, abilities, and personal characteristics measured by those tests highly correlated with the exam.

The Juvenile Counselor Examination is a power rather than speed measure. This means that its time limits are set so that candidates will have ample opportunity to complete every item. Administration instructions allow test proctors sufficient flexibility to ensure that no candidate be denied a reasonable opportunity to attempt all items. The exam equally weights the cognitive and noncognitive sections and is scored by summing the number of items that a candidate answers correctly.

Table 1
Correlations between Juvenile Counselor Examination Scores and Scores on 14 Cognitive & Noncognitive Ability Tests

Test	r[a]	Percent of Item Overlaps[b]
Reading Comprehension	.57	32
Arithmetic	.75	33
Language Usage	.47	00
Vocabulary	.41	00
Analogies	.45	00
Verbal Reasoning	.32	00
Sociability	.39	09
Empathy	.22	07
Control	.19	04
Socialization	.26	02
Responsibility	.38	06
Stress Reaction	.34	03
Dominance	.37	03
COIB	.15	02

[a]All correlations are significant at alpha = .05.

[b]Number of items shared with JCE divided by the total number of JCE items.

Table 2
Content of 14 Cognitive & Noncognitive Tests Correlated with the Juvenile Counselor Examination

Test	Measures
Reading Comprehension	The Reading Comprehension Test is designed to see how well incumbents can read and remember what they have read. The test consists of several short passages. After each passage there are a number of questions. Some of the questions require that incumbents remember what they have read. Others require that conclusions be drawn based on the material in the passage.
Arithmetic	The Arithmetic Test is designed to see how well incumbents can work basic arithmetic problems. Problems in addition, subtraction, multiplication, and division are given. The problems deal with whole numbers, fractions, and decimals.
Language Usage	The Language Usage Test is designed to see how easily incumbents can recognize common errors in language usage. The test consists of several sentences, each divided into four sections, labeled A, B, C, and D. Each sentence also has a fifth section, "NONE" labeled E. Some of the sentences contain an error in grammar, some contain an error in punctuation, some contain an error in capitalization, and some sentences contain no errors. Incumbents are to mark the letter of the section that contains the error.
Vocabulary	The Vocabulary Test is designed to see if incumbents know the meaning of various words. Each problem consists of a word followed by four other words. For each problem, incumbents are to choose from among the four words the one that means the same or nearly the same as the given word.

Table 2 (continued)

Analogies	The Analogies Test measures how well incumbents understand the relationships between words, objects and concepts. Each problem consists of a sentence with the first and last words left out. For each sentence, five pairs of words are given. The first word of each pair always goes at the beginning of the sentence and the second one of each pair always goes at the end. Incumbents are to choose the pair of words that complete the sentence and makes the analogy true.
Verbal Reasoning	The Verbal Reasoning Test is designed to see how well incumbents can draw conclusions from a set of facts. Each problem consists of five or six statements followed by five possible conclusions. Incumbents are to assume that all of the statements are true. For each conclusion, incumbents are to indicate whether the conclusion is true or false, or whether there isn't enough information given in the statements to determine if the conclusion is true or false.
CPI Sociability	A 36-item subscale of the California Psychological Inventory that indicates a person's tendencies to be outgoing and participative and to seek out and enjoy social contact without being shallow or superficial.
Empathy	A series of items drawn from the California Psychological Inventory that identifies persons who are described as "characterized by a patient and forebearing nature, by affiliative but socially ascendent tendencies and by liberal and humanistic political and religious attitudes".
MPQ Control	A 24-item subscale of the Multidimensional Personality Questionnaire indicating a person's tendency to be reflective, cautious, careful, rational, and sensible, and who likes to anticipate and plan activities and events.

Table 2 (continued)

CPI Socialization	A 54-item subscale of the California Psychological Inventory measuring a person's tendency to be socialized, rule-respecting, prudent, and responsive to what others feel and think.
CPI Responsibility	A 42-item subscale of the California Psychological Inventory measuring a person's tendency to believe that life is best governed by reason and to behave in a responsible, self-disciplined manner.
MPQ Stress Reaction	A 26-item subscale of the Multidimensional Personality Questionnaire that indicates persons who are able to put fears and worries out of their mind easily; quickly get over upsetting experiences, and who are not troubled by emotional turmoil or feelings of guilt.
CPI Dominance	A 46-item subscale of the California Psychological Inventory that identifies individuals who behave in a dominant, ascendent manner; and who, in interpersonal situations, can take the initiative and exercise leadership in a forceful, self-confident manner.
COIB	The Correctional Officers' Interest Blank is a 40-item questionnaire that "tends to identify individuals with strong internal values and who can be counted on to behave in a dependable and rule-observing way."

DEVELOPMENT OF THE JUVENILE COUNSELOR EXAMINATION

The Juvenile Counselor Examination was developed as the result of a three-year, statewide analysis of the juvenile counselor position. The analysis was undertaken as a result of state legislative action that mandated, among other things, the development and validation of entry-level selection procedures for the juvenile counselor job.

Examination development began with a review of job descriptions and related documentation, site visits, and interviews with juvenile counselor incumbents and supervisors, culminating in the development of a 492-item job analysis questionnaire. This questionnaire was administered to 631 juvenile counselor incumbents and 251 juvenile counselor supervisors from agencies throughout the state. Questionnaire results were used to determine the basic nature of the juvenile counselor job and provided a clear and comprehensive description of the knowledges, skills, abilities, and personal characteristics necessary for successful job performance. It is upon this foundation that the Juvenile Counselor Examination is based.

Several cognitive and noncognitive tests were identified as being good measures of the knowledges, skills, and abilities identified in the job analysis questionnaire. These tests were administered to a sample of approximately 190 juvenile counselor incumbents from 17 agencies throughout the state. At the same time, incumbents' supervisors rated their performance in 36 specific areas of the juvenile counselor job. The Juvenile Counselor Examination represents the combination of tests found, on the basis of the test and job performance rating data, to provide a reliable, valid, and fair indication of incumbents' ability to successfully perform the job. Additional technical details concerning the Juvenile Counselor Exam are given in subsequent sections of this manual. A full accounting of the development and validation of the Juvenile Counselor Examination may be found in the "Validation Report for the Job of Juvenile Counselor" which is available from the Board of Corrections.

RELIABILITY

The reliability of an examination concerns the stability of its scores over time. Reliability exists when persons obtain much the same score if they are tested once and then later retested. Reliability is an important characteristic of any test. Obviously, an examination for which individual scores fluctuate widely from one testing to another is not very useful because one cannot be sure which score best represents an individual's true ability.

A statistic that is closely related to reliability is the standard error of measurement. The standard error of measurement defines an interval in which one can be confident an individual's true score actually lies. Because there is always some error involved in estimating true ability from obtained scores, the width of the interval varies as a function of the degree of confidence desired. For example, a 95% confidence interval is approximately twice as wide as a 66% confidence interval.

Table 3 presents reliability data for each part of the Juvenile Counselor Examination. Reliabilities for Parts 1 and 2 are internal consistency estimates (KR-20) based on the exam scores of 194 juvenile counselor incumbents tested as part of the validation research. Reliability for Part 3 is based on published estimates for the scales from which the exam items were drawn (See Table 3). Table 3 also contains the standard error of measurement for the three parts of the Juvenile Counselor Examination.

The reliability of Part 3 of the Juvenile Counselor Examination was determined as follows. Part 3 was treated as if it consisted of 8 separate parts (each corresponding to one of the scales from which items were drawn). The reliability of each of these parts was based upon published reliabilities for the original scales and using the Spearman-Brown Prophecy Formula to adjust for the reduced number of items. The reliability of Part 3 of the Juvenile Counselor Examination was then determined by computing the reliability of the linear combination of the 8 parts that make up Part 3. The data used to estimate the reliability of Part 3 are given in Table 4.

Table 3
Reliability Estimates for the
Juvenile Counselor Examination

	rel.[a]	S.E.M.
Part 1	.72	1.9
Part 2	.85	1.9
Part 3	.69	2.4

[a]KR-20 estimates for Parts 1 & 2
published estimates for Part 3

It is important to note that the reliability data for the Juvenile Counselor Examination are broken out in parts solely for the convenience of the exam user. These data are not intended to imply that any of the parts may be used alone. A candidate's score on the Juvenile Counselor Examination consists of the sum of the scores on <u>all</u> parts, and it is <u>only</u> this total score that has been investigated and shown to be valid and fair.

Reliability of the Juvenile Counselor Examination total score was found using the formula provided by Nunnally (1978) to compute the reliability of a linear combination of scores. Reliability of the total score was found to be .81 with a standard error of measurement of 3.6. A standard error of measurement of 3.6 indicates, for example, that 2 times out of 3 the true score of an individual with a score of 87 will lie in the interval of approximately 83-91.

Table 4
Sources of Reliability Estimates
Used in Determining Part 3 Reliability

Scale	N of Items	rel.	Source
CPI			
Sy	9	.69	Megargee, 1972
So	2	.70	Megargee, 1972
Re	6	.70	Megargee, 1972
Do	3	.66	Megargee, 1972
MPQ			
Stress R.	3	.89	Tellegen, 1982
Control	4	.82	Tellegen, 1982
Empathy	7	.75	Hogan, 1969
COIB	2	.70	Gough, 1982

VALIDITY

In general tests, an examination is said to be valid if it does what it is supposed to do. Strictly speaking, it is the use of an examination and not the examination itself that is said to be valid or invalid. An examination that is valid for use in one situation may be totally inappropriate in another. The intended purpose of the Juvenile Counselor Examination is to predict the job performance of entry-level candidates for the juvenile counselor job. To the extent that it can be shown that higher scores are reliably associated with better job performance, the Juvenile Counselor Examination may be considered valid. Establishing the validity of the Juvenile Counselor Examination for use in making entry-level selection decisions does not mean that it is valid for other uses as well (although it might be). It is incumbent upon persons wishing to use the examination for purposes other than making entry-level selection decisions to conduct the research necessary to establish its validity for other intended uses.

A concurrent, criterion-related strategy was used to validate the Juvenile Counselor Examination for use as part of entry-level juvenile counselor selection procedures. A concurrent, criterion-related approach is one in which examination scores and job performance ratings are collected for a sample of job incumbents. These data are used to determine the relationship between the scores and job performance. Finding a statistically reliable relationship between scores and job performance ratings establishes the validity of the examination as a measure of job performance.

The job incumbents for whom examination scores and job performance ratings were collected consisted of 170 juvenile counselor incumbents from 17 probation departments throughout California. Demographic data about the total research sample are given in Table 5.

Supervisors of the incumbents rated their performance in 36 specific areas of the juvenile counselor job. These ratings, along with a rating of overall effectiveness, were used to construct a index of job performance. The job performance criterion was quite reliable (.96) and assessed juvenile counselor performance in areas such as: maintaining security, searching, record keeping and report writing, interacting with wards and co-workers, written communications, motivation, stress tolerance, flexibility, and social skills.

Scores on the Juvenile Counselor Examination were found to correlate .33 with the above described performance criterion. For a sample size of 170, a correlation of .33 is statistically reliable (alpha = .05) meaning that it is larger than would be expected due to chance alone. Because the correlation between examination scores and job performance ratings is statistically

reliable, the Juvenile Counselor Examination is a valid indicator of juvenile counselor performance. A validity of .33 is larger than is typically reported in published validation studies (Boehm, 1982).

Table 5
Gender, Ethnic Status, Education, and Tenure of 194[a] Juvenile Counselors in the Research Sample

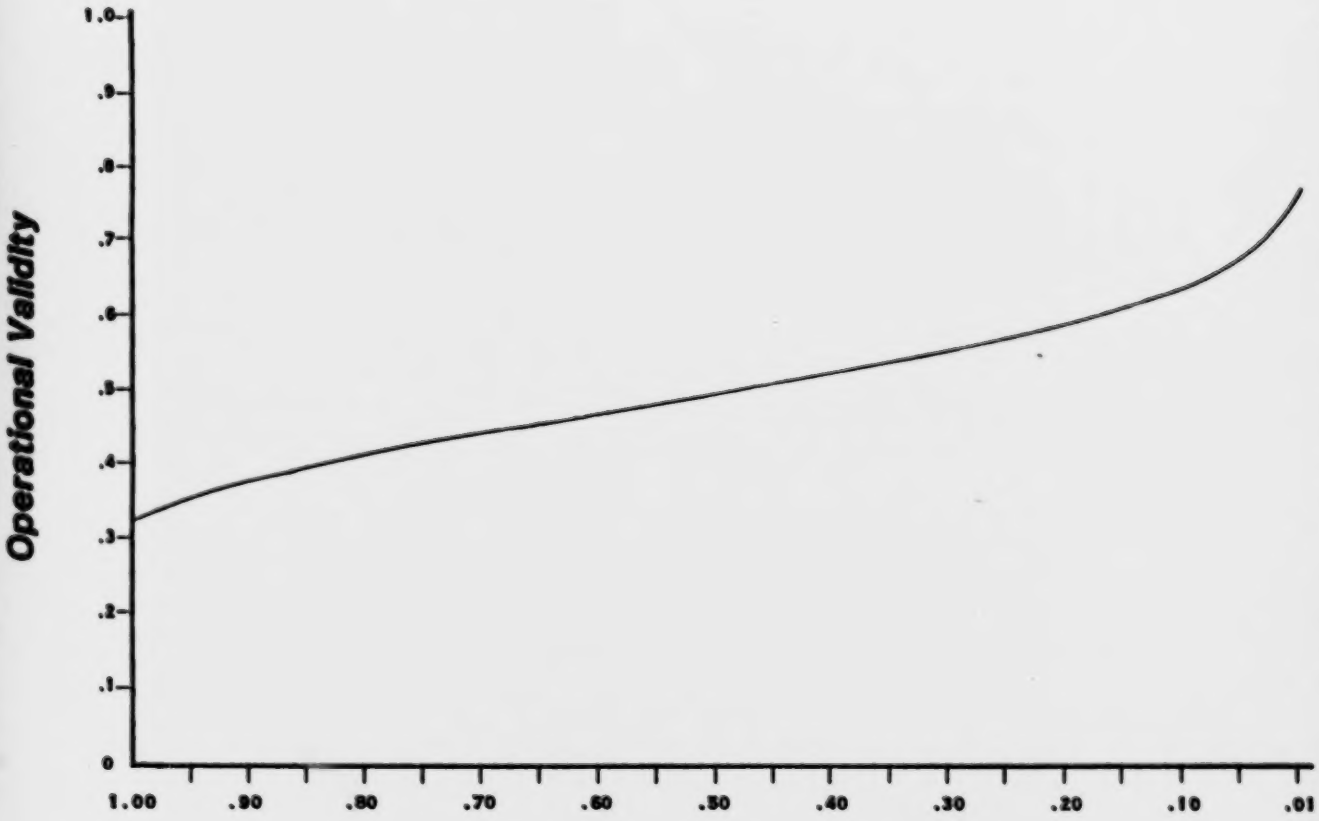
Gender		**Ethnic Group**	
Male	125 (68%)	Black	40 (22%)
Female	58 (32%)	Native American	1 (1%)
		Asian	5 (3%)
		Hispanic	28 (15%)
		White	105 (58%)
		Other	2 (1%)
Education		**Tenure**	
High School	4 (2%)	3-6 months	8 (4%)
Tech./Vocational	7 (4%)	6 months - 1 year	12 (7%)
Associate Degree	40 (23%)	1-2 years	34 (19%)
BA/BS Degree	90 (51%)	2-5 years	57 (31%)
Some post-graduate	21 (12%)	More than 5 years	71 (39%)
Post-graduate Degree	14 (8%)		

[a]Totals vary due to missing data.

Because the criterion is not perfectly measured, the obtained validity is attenuated. Correction for criterion unreliability always has the effect of increasing the estimated validity. Correcting a validity coefficient for criterion unreliability answers the question, "What is the relationship between examination scores and actual (as opposed to measured) job performance?" In the case of the Juvenile Counselor Examination, the criterion was quite reliable (.96) and thus not much correction was needed. Correcting for criterion unreliability yields a validity of .34.

Another factor that causes an obtained validity coefficient to be attenuated relative to its true value is range restriction in the predictor data. Range restriction occurs whenever the selection ratio for incumbents in the validation sample is below 1.0 and when incumbents were selected for characteristics similar to those measured by the Juvenile Counselor Examination. If one were to test a sample of applicants and then select only those scoring above average (selection ratio = .50) the range of scores in the selected group would be smaller (more restricted) than is the range of scores for the total group. The more restricted the range of scores used to compute a validity coefficient, the more attenuated it will be. Figure 1 shows what the operational validity would be (i.e., the validity in the total applicant for an examination with a corrected validity of .34 as a function of selection ratio. The data in Figure 1 also assume that selection has occurred based upon characteristics similar to those measured by the Juvenile Counselor Examination. These data show, for example, that if the juvenile counselors in the final validation sample represent the top half of the job applicants then the true validity of the Juvenile Counselor Examination would be closer to .50 than to the obtained value of .34.

Figure 1. Operational Validity as a Function of Selection Ratio



FAIRNESS

An examination is fair when it does not penalize applicants from different sex or ethnic groups. The first test of fairness is to determine whether the examination results in adverse impact against members of protected groups. Adverse impact exists whenever, "the selection ratio for members of a protected group is 4/5ths or less than that of the group with the largest selection ratio" (Uniform Guidelines, 1978). Based upon data from the validation sample, as long as the overall selection ratio remains above .20 (as is recommended) no adverse impact occurs for Blacks and Hispanics (the only two groups represented in the validation sample in sufficient number to allow reliable computations). Similar analyses indicated that there were no cutoff scores that would result in adverse impact against females. Descriptive statistics are reported by subgroup in Table 6.

Table 6

Gender & Ethnic Group Statistics

Group	N	Mean	S.D.
Males	125	77.6	8.4
Females	58	78.0	8.3
Blacks	40	77.1	8.1
Hispanics	28	78.2	8.9
Whites	105	78.9	8.5

ADMINISTRATION

WHO MAY USE THE JUVENILE COUNSELOR EXAMINATION?

Any agency participating in the Standards and Training for Corrections program (or other corrections agencies at the discretion of STC) may use the Juvenile Counselor Examination. The examination may only be used to aid in selecting people for entry-level juvenile counselor positions. Any other use of the Juvenile Counselor Examination, such as making promotional decisions, is inappropriate.

WHO CAN ADMINISTER THE JUVENILE COUNSELOR EXAMINATION?

Anyone in a participating agency who knows the administrative procedures can administer the Juvenile Counselor Examination. Keeping testing conditions as similar as possible for each job applicant is very important. This means that one person in the agency should be given primary responsibility for overseeing the administration of the Juvenile Counselor Examination. Additional test proctors may be trained as is necessary to accommodate the simultaneous testing of large groups of applicants.

WHY IS A TEST ADMINISTRATOR NECESSARY?

An examination administrator is necessary to oversee the security of all testing materials, to ensure that all applicants are tested under as nearly equal conditions as possible, to train additional test proctors, and to serve as the liaison between the agency and STC.

WHAT ARE THE RESPONSIBILITIES OF THE EXAMINATION ADMINISTRATOR?

The administrator has the responsibility of ensuring that the examination booklets and answer sheets remain secure and that all testing procedures are standardized. In addition, the administrator has specific responsibilities before, during, and after test sessions. Permission to use the Juvenile Counselor Examination may be revoked by STC if testing conditions and security are not maintained according to the guidelines set forth in this manual and other relevant documents.

To maintain the security of the examination, the administrator must keep all testing materials in a safe place (under lock and key) and keep accurate records of the location of all testing materials. STC will be conducting periodic audits to ensure that all materials remain secure. Without examination security, applicants' scores are meaningless, as it will not be known whether high scores reflect true ability or simply prior access to test questions.

To standardize the testing procedure, the administrator provides the same testing environment and instructions for each applicant. Only if applicants have the same test-taking opportunities, can their scores be meaningfully compared.

Before the first scheduled testing session, the administrator arranges a proctors training session, ensures that sufficient materials are available, and arranges for testing locations.

During testing, the administrator and proctors follow the verbatim proctor's instructions contained in Appendix A.

After testing, the administrator collects all test booklets and arranges for shipping of answer sheets to STC for scoring.

WHAT PREPARATIONS ARE NECESSARY FOR ADMINISTRATION OF THE JUVENILE COUNSELOR EXAMINATION?

The administrator must make more extensive preparations before the first administration than will be necessary for subsequent testing sessions. If you are administering the Juvenile Counselor Examination for the first time, follow the training and preparation procedures outlined below in Sections A, B, C, and D. In subsequent testing sessions, using experienced test proctors, you need follow only the preparation procedures outlined in Sections B, C, and D.

A. Training Examination Proctors

The best training for first time proctors is for them to take the examination under the same conditions that will be provided for job applicants. Before administering the Juvenile Counselor Examination, read Sections B and C below and all of the proctor's instructions contained in Appendix A. Then, adhering to the specified conditions and time limits and following all testing instructions and procedures, administer the examination to the proctors.

Ideally, the examination should be administered during the training session exactly as it would be under testing conditions. If time is limited, the training session may be significantly shortened by having proctors complete only the first few items of each part. During an abbreviated training session, be sure to follow all the other directions in Sections B and C below and in the verbatim proctor's instructions just as you would for a full length training session.

B. Preparing Applicants for the Examination

Prior to testing, each applicant should be given a copy of the Candidate Information Booklet. This booklet explains the nature and purpose of each part of the Juvenile Counselor Examination and provides sample questions for applicants to review. This preview of the examination results in more relaxed, better prepared test takers. Spaces are provided on the cover of the Candidate Information Booklet for the date, time and location of testing.

C. Assembling Test Materials

Before the scheduled testing session, assemble the following materials:

- o One test booklet for each applicant.
- o One answer sheet and one Equal Employment Opportunity Confidential Record for each applicant (See Appendix B).
- o Enough number 2 lead pencils with erasers to supply each applicant with two pencils and to have a few extra pencils on hand.
- o Scratch paper for calculations (two sheets per applicant).
- o A wristwatch or clock with a second hand, or a stopwatch.
- o The verbatim proctor's instructions in Appendix A.

D. Preparing Testing Locations

Providing adequate physical conditions for all applicants is very important. Choose a well-lit, well-ventilated room where applicants will be free from interruptions and distractions. Smoking should not be permitted. See that all applicants, including left-handed applicants, have a workspace large enough to accommodate the test booklet and answer sheet comfortably. Arrange seating so that no applicant is sitting directly next to another applicant.

E. During Testing

During testing, proctors should, when not reading instructions, move around the room to answer questions that may arise and to prevent cheating. If 30 or more applicants are being tested, more than one proctor should be present. As a rule of thumb, there should be one proctor present for every 30 test takers.

If applicants ask questions during testing, they should be answered to the best of the proctor's ability, provided that doing so does not give the applicant the answer to a question.

IN WHAT ORDER ARE THE PARTS ADMINISTERED?

The Juvenile Counselor Examination consists of three parts numbered 1 to 3. Always give the examination in order beginning with Part 1 and ending with Part 3.

MUST THE ENTIRE EXAMINATION ALWAYS BE GIVEN?

It is strongly recommended that the Juvenile Counselor Examination be given only in its entirety. Users choosing to administer or use only sections of the examination must undertake the research necessary to demonstrate that the parts being used result in reliable, valid, and fair assessments of candidates' potential.

HOW LONG SHOULD TEST DATA BE KEPT ON FILE?

If an applicant were to challenge an agency's use of the Juvenile Counselor Examination as part of its selection process, it is possible that the applicant's original answer sheet would be subpoenaed. It is important, therefore, that the original testing materials of all applicants (not just those hired) be retained for a minimum of one year. In addition, it is recommended that a permanent record of all applicants' test scores and EEO data be maintained. Agencies are advised to consult the Federal Uniform Guidelines (1978) (esp. sections 4A, 4B, 15A1, and 15A2) concerning data collection requirements.

MAY AN APPLICANT TAKE THE JUVENILE COUNSELOR EXAMINATION MORE THAN ONCE?

Ultimately, each agency must determine its own policy regarding this issue. It is recommended, however, that applicants who fail to complete the examination on their first try (due to illness, etc.) be permitted to take the examination a second time. Agencies are advised that the Federal Uniform Guidelines (1978) contain the following statement concerning retesting job applicants.

Users should provide a reasonable opportunity for retesting and reconsideration. Where examinations are administered periodically with public notice, such reasonable opportunity exists, unless persons who have previously been tested are precluded from retesting. The user may however take reasonable steps to preserve the security of its procedures (Sec. 12).

SCORING THE JUVENILE COUNSELOR EXAMINATION

The Juvenile Counselor Examination will be scored centrally by STC. Candidates' scores are simply the number of items answered correctly. Scoring is done centrally to maintain the security of the examination keys. Once applicants have been tested, all answer sheets should be photocopied (to protect against loss during shipping) and the originals mailed to STC for scoring. Scoring will require approximately two weeks. Agencies should plan test administrations accordingly.

SCORE INTERPRETATION

The Juvenile Counselor Examination has been shown to provide a reliable and valid indication of a person's potential to successfully perform the juvenile counselor job. Obviously, higher scores indicate more potential than do lower scores -- but how high a score is enough? Does a score of, say, 85 indicate little or much potential? How much more likely to be successful is a person who scores 100 than a person scoring 85? The best starting point for answering these questions is with a summary of the scores of job incumbents. Table 7 provides the percentile equivalents of Juvenile Counselor Examination raw scores. The data in Table 7 are based upon the examination scores of juvenile counselors in the validation sample and assume a normal distribution with a mean of 78.6 and a standard deviation of 8.2. For each raw score the percentile equivalent is the percentage of individuals who scored below that score. For example, 90% of incumbents scored below 89. It should be noted that the data in Table 7 are those of incumbent juvenile counselors. It is likely that applicants will not, on average, score as high as incumbents. Nevertheless, if an applicant receives a score that is above 80% or 90% of job incumbents, it is clear that that is a good score. Additional normative data in the form of subgroup means and standard deviations are given in Table 6. These data are provided for reference only.

The data in Table 7 permit the score of any job applicant to be placed relative to the scores of job incumbents, but they do not permit a direct assessment of the potential of the applicant. Figure 2 is a "expectancy table" that can be used to assess the potential of an applicant's Juvenile Counselor Examination score. For example, an applicant with a score of 87 has a 68% chance of performing successfully, while an applicant with a score of 71 has only a 28% chance.

The data in Figure 2 represent the number of chances in 100 that an applicant scoring within a given range will turn out to be at least as successful as the average incumbent in the validation sample. The expectancies represent the proportion of incumbents in each score range whose job performance is expected to be above the average of all incumbents.

The descriptors associated with each score range are simply "verbal probabilities". That is, they reflect the probability that an applicant scoring in a given range will perform average or better. The labels are not guarantees, nor should they be used to characterize individual applicants. The data only show that, for example, applicants with scores in the range of 92 or above are, as a group, approximately twice as likely to perform above average than are applicants with scores in the range 72 to 75.

Table 7
Juvenile Counselor Examination Score Distribution

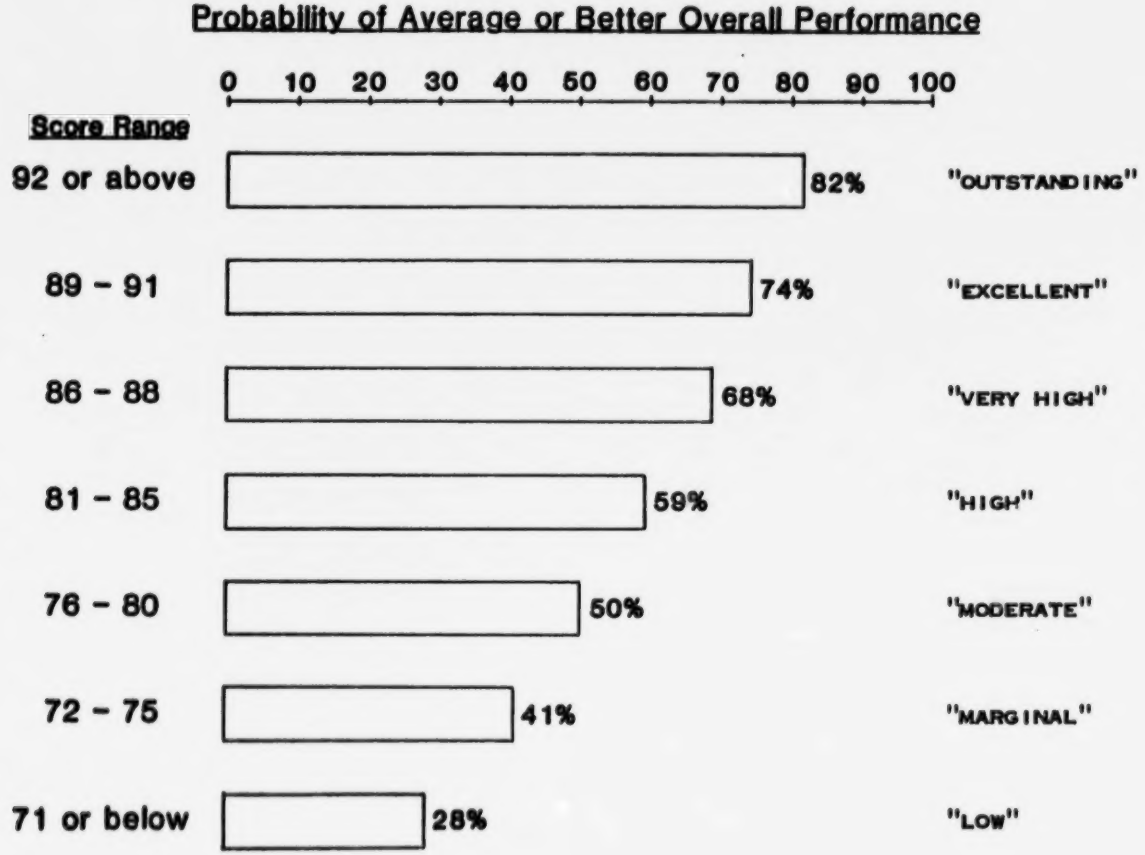
Raw Score	N	Percentile Equivalent	
		Actual	Expected
94	194	99	99
92	189	97	95
89	177	91	90
87	165	85	85
86	158	81	80
84	145	75	75
83	134	69	70
82	126	65	65
81	118	61	60
80	105	59	55
79	90	50	50
77	80	41	45
76	71	37	40
75	64	33	35
74	57	29	30
73	54	28	25
72	48	25	20
70	34	17	15
68	25	13	10
65	16	8	5
59	4	2	1

Mean = 78.6
S.D. = 8.2
N = 194

Once the expected performance of an applicant has been determined, a decision must be made as to what level of performance is desirable or acceptable and a cutoff score established. Many factors influence the setting of examination cutoff scores and it is beyond the scope of this manual to consider them here. A special report on the setting of cutoff scores for the Juvenile Counselor Examination is available from the Board of Corrections. It is recommended that the users of the Juvenile Counselor Examination review this special report and obtain assistance from the Board of Corrections in the setting of cutoff scores.

Figure 2.

Probability of Success for Seven Juvenile Counselor Examination Score Ranges



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APPENDIX A

Appendix A

VERBATIM PROCTORING INSTRUCTIONS FOR THE JUVENILE COUNSELOR EXAMINATION

Before Testing

For each test session you will need the following materials:

A watch, clock, or stopwatch.

The Juvenile Counselor Examination Booklet for each applicant. (Test booklets are designed to be reused.)

One answer sheet for each applicant.

Scratch paper for calculations (2 sheets per candidate).

Extra pencils.

These instructions.

The test proctor should arrive at the testing location approximately 30 minutes before testing is scheduled to begin. If the location is difficult to find, signs pointing the way should be posted.

As applicants arrive for testing, have them take seats around the room. Ideally, there should be enough space so that incumbents don't sit next to each other and are not crowded. Testing should start approximately five minutes after the scheduled time. Materials for persons arriving late should be distributed when convenient.

During Testing

During testing, the proctor is responsible for several things. Most important is to ensure that the tests are administered according to the instructions printed below. In order to ensure that testing conditions are the same for all applicants, follow the instructions and time limits exactly. When you are not actively involved in reading instructions or timing the tests, you should move around the room to be sure that no one is having difficulties.

Candidates may leave the room during testing, but must not be allowed to take any of the testing materials with them.

Step-by-Step Instructions

In the instructions that follow, the parts that should be read aloud to applicants are PRINTED IN BOLD.

Step 1. Introduction

After the applicants have arrived, make sure everyone is seated and then introduce yourself.

Step 2. Candidate Information

Distribute the candidate information page and see that every applicant has a pencil. Once everyone is ready, say:

> IN THE SPACE FOR NAME , PRINT YOUR LAST NAME; THEN PRINT YOUR FIRST AND MIDDLE NAMES.

Wait for applicants to print their names.

> IN THE SPACE FOR TESTING LOCATION/COUNTY, WRITE IN _____.

Wait for candidates to write in the testing location.

> IN THE SPACE FOR DATE, WRITE IN TODAY'S DATE WHICH IS _____.

Tell candidates the date and wait for them to write it in the space provided.

When everyone appears to be finished, say:

> THE QUESTIONS ON THE REST OF THE CANDIDATE IDENTIFICATION PAGE ARE OPTIONAL. THEY ARE ASKED ONLY TO ENSURE THAT THE RESULTS OF THIS TEST ARE FAIR AND VALID FOR ALL GROUPS OF CANDIDATES. THEY ALSO ALLOW THE STATE OF CALIFORNIA TO MONITOR RESULTS IN COMPLIANCE WITH GOVERNMENT REGULATIONS REGARDING EQUAL EMPLOYMENT OPPORTUNITY.
>
> IF YOU WILL, PLEASE ANSWER EACH OF THE SIX QUESTIONS ON THE BOTTOM OF THE PAGE.

Step 3. Answer Sheet and Examination Booklet

Wait until most candidates appear to be done with the candidate information page, then make the following announcement so that it is clearly understood.

> I AM NOW GOING TO GIVE YOU A TEST BOOKLET AND AN ANSWER SHEET. DO NOT OPEN YOUR TEST BOOKLET OR MAKE ANY MARKS ON THE ANSWER SHEET UNTIL YOU ARE TOLD TO DO SO.

Distribute the answer sheets and test Booklet 1, making sure that no candidates open their test booklets. When finished, say:

> TURN TO SIDE ONE OF YOUR ANSWER SHEET. IN THE SPACES FOR CANDIDATE ID AND TEST BOOKLET NUMBER, PLEASE COPY THE NUMBERS FROM THE CANDIDATE INFORMATION PAGE AND THE TEST BOOKLET.

Point to the location of the candidate ID number and test booklet numbers. Check to be sure that everyone understands what to do. When everyone appears to be finished, say:

> YOU WILL USE SIDE ONE OF THE ANSWER SHEET FOR PARTS 1 & 2. MARK ALL OF YOUR ANSWERS ON THE ANSWER SHEET AND DO NOT MAKE ANY MARKS IN THE TEST BOOKLET.
>
> NOW, OPEN YOUR BOOKLET TO PART 1 AND READ THE INSTRUCTIONS TO YOURSELF WHILE I READ THEM ALOUD. DO NOT BEGIN WORK ON THE ITEMS UNTIL TOLD TO DO SO.

Wait for candidates to open their test booklets.

> PART 1 OF THE EXAM CONTAINS THREE SHORT PASSAGES DESIGNED TO SEE HOW WELL YOU CAN READ AND INTERPRET WHAT YOU HAVE READ. ON THE PAGE IMMEDIATELY FOLLOWING EACH PASSAGE, THERE ARE A NUMBER OF QUESTIONS ABOUT THAT PASSAGE. SOME OF THE QUESTIONS REQUIRE THAT YOU REMEMBER WHAT YOU HAVE READ. OTHERS REQUIRE THAT YOU DRAW CONCLUSIONS BASED ON THE MATERIAL IN THE PASSAGE. IN ANSWERING THE QUESTIONS, ASSUME THAT ALL MATERIAL IN THE READING IS TRUE. BASE YOUR ANSWERS ONLY ON MATERIAL PRESENTED IN EACH PASSAGE. YOU MAY REFER BACK TO THE PASSAGES AT ANY TIME.
>
> FIND THE SPACE FOR PART 1 ON YOUR ANSWER SHEET.

Wait while candidates locate Part 1 on their answer sheet.

> NOW TRY THE SAMPLE PROBLEM BELOW. FIRST READ THE PASSAGE, THEN ANSWER THE THREE QUESTIONS THAT FOLLOW IT. MARK YOUR ANSWERS ON THE ANSWER SHEET IN THE SPACE THAT SAYS PART 1, SAMPLE PROBLEM. MAKE NO MARKS IN THE TEST BOOKLET.

Wait two or three minutes while candidates work the sample problem. As soon as most candidates appear finished, say:

> AFTER YOU HAVE ANSWERED THE SAMPLE PROBLEMS, LOOK AT THE CORRECT ANSWERS ON THE OPPOSITE PAGE.
>
> THE PASSAGE STATES THAT THE COURTHOUSE WAS BUILT IN 1964, SO YOU SHOULD HAVE BLACKENED CIRCLE D FOR EXAMPLE 1.

THE PASSAGE ALSO STATES THAT THE COURTHOUSE COST 3.2 MILLION DOLLARS AND THAT APPROXIMATELY 1/6TH OF THE MONEY WAS SUPPLIED BY FEDERAL GRANT. THEREFORE, THE ANSWER FOR EXAMPLE 2 IS B, BECAUSE 1/6TH OF 3.2 MILLION IS APPROXIMATELY 1/2 MILLION DOLLARS.

THE ANSWER TO EXAMPLE 3 IS C.

Pause for a few seconds, then say:

YOU WILL HAVE 25 MINUTES TO WORK ON PART 1 OF THE EXAM. IN ORDER TO FINISH ALL THE PROBLEMS IN THE ALLOTTED TIME, IT IS IMPORTANT THAT YOU DO NOT TAKE TOO MUCH TIME WITH ANY ONE PROBLEM. IF YOU DON'T KNOW THE ANSWER TO A PROBLEM, SKIP IT AND GO ON TO THE OTHERS. IF YOU FINISH BEFORE TIME IS CALLED, GO BACK AND CHECK YOUR WORK OR TRY TO ANSWER ANY OF THE PROBLEMS YOU HAVE SKIPPED. MARK YOUR ANSWERS ON THE ANSWER SHEET BEGINNING WITH NUMBER 1 IN PART 1. REMEMBER, ASSUME THAT ALL MATERIAL IN EACH READING IS TRUE, AND BASE YOUR ANSWERS ONLY ON THE MATERIAL PRESENTED IN THE READING. WORK AS QUICKLY AS YOU CAN WITHOUT MAKING MISTAKES. ARE THERE ANY QUESTIONS?

Wait for candidates to ask questions. Answer any questions asked. When all questions have been answered, say:

TURN THE PAGE AND BEGIN WORKING ON PART 1

Allow candidates 25 minutes to work on Part 1 of the examination. When 25 minutes have elapsed, say:

STOP. TURN TO PART 2 AND READ THE INSTRUCTIONS TO YOURSELF AS I READ THEM ALOUD.

PART 2 CONTAINS 35 ARITHMETIC PROBLEMS THAT MEASURE YOUR SKILL IN MAKING NUMERICAL CALCULATIONS. FOR EACH PROBLEM, FOUR POSSIBLE ANSWERS ARE GIVEN. YOU ARE TO CHOOSE THE CORRECT ANSWER AND MARK YOUR ANSWER ON THE ANSWER SHEET. LOOK AT THE EXAMPLE BELOW.

Wait a few seconds while candidates look at Example 1. Then, say:

THE CORRECT ANSWER TO EXAMPLE 1 IS 21 SO YOU WOULD CHOOSE ANSWER A. NOTICE IN THE PART 2 SAMPLE PROBLEM ON YOUR ANSWER SHEET THAT CIRCLE A FOR EXAMPLE 1 HAS BEEN BLACKENED.

Wait a few seconds while candidates look at Example 1 on the answer sheet, then say:

NOW TRY THE SAMPLE PROBLEMS BELOW. MARK YOUR ANSWER ON THE ANSWER SHEET ON THE SPACE THAT SAYS PART 2 SAMPLE PROBLEMS.

Wait one or two minutes while candidates work the sample problems, then say:

AFTER YOU HAVE ANSWERED THE SAMPLE PROBLEMS, LOOK AT THE CORRECT ANSWERS ON THE OPPOSITE PAGE. IN EXAMPLE 2, THE CORRECT ANSWER IS .5, SO YOU SHOULD HAVE BLACKENED CIRCLE C. IN EXAMPLE 3, 1/2 CAN BE WRITTEN AS 2/4. BECAUSE 2/4 - 1/4 = 1/4, YOU SHOULD HAVE BLACKENED CIRCLE B. IN EXAMPLE 4, THE PROBLEM CAN BE REWRITTEN AS .05 X 22 WHICH IS 1.1, SO YOU SHOULD HAVE BLACKENED CIRCLE D.

YOU MAY NEED TO DO SOME CALCULATIONS FOR SOME OF THE PROBLEMS. PLEASE DO ALL FIGURING ON THE SPARE PAPER PROVIDED; DO NOT USE A CALCULATOR, AND DO NOT MAKE ANY MARKS IN THIS BOOKLET.

YOU WILL HAVE 15 MINUTES TO WORK ON PART 2 OF THE EXAM. IT IS IMPORTANT THAT YOU DO NOT SPEND TOO MUCH TIME ON ANY ONE PROBLEM. IF YOU DO NOT KNOW THE ANSWER TO A PROBLEM, SKIP IT, AND GO ON TO THE OTHERS. IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY GO BACK AND CHECK YOUR WORK OR TRY TO ANSWER ANY OF THE PROBLEMS YOU MAY HAVE SKIPPED, IN PART 2 ONLY.

WORK AS QUICKLY AS YOU CAN WITHOUT MAKING MISTAKES. MARK YOUR ANSWERS ON THE ANSWER SHEET BEGINNING WITH NUMBER 35 IN PART 2. MAKE NO MARKS IN THE EXAM BOOKLET. ARE THERE ANY QUESTIONS?

Answer any questions candidates may have, then say:

TURN THE PAGE AND BEGIN WORKING ON PART 2.

Allow candidates 15 minutes to work on Part 2 of the examination. When 15 minutes have elapsed, say:

> STOP. TURN TO SIDE 2 OF YOUR ANSWER SHEET. COPY THE BOOKLET NUMBER IN THE APPROPRIATE SPACE ON YOUR ANSWER SHEET.

Give candidates a few seconds to copy the test booklet number, then say:

> TURN TO PART 3 AND READ THE INSTRUCTIONS TO YOURSELF WHILE I READ THEM ALOUD. DO NOT BEGIN WORK UNTIL TOLD TO DO SO.

Wait while candidates turn to Part 3, then say:

> PART 3 CONTAINS 48 STATEMENTS. READ EACH STATEMENT, DECIDE WHETHER IT IS TRUE OR FALSE FOR YOU, AND THEN BLACKEN THE APPROPRIATE SPACE ON THE ANSWER SHEET. IF THE STATEMENT IS TRUE OR MOSTLY TRUE FOR YOU, BLACKEN THE CIRCLE MARKED TRUE. IF THE STATEMENT IS FALSE OR MOSTLY FALSE FOR YOU, BLACKEN THE CIRCLE MARKED FALSE. ANSWER EITHER TRUE OR FALSE FOR EVERY ITEM.
>
> LOOK AT THE EXAMPLE BELOW. THE EXAMPLE SAYS "YOU PLAN AND ORGANIZE YOUR WORK IN DETAIL." BLACKEN THE CIRCLE MARKED "T" IF THIS IS TRUE FOR YOU OR IF YOU AGREE WITH THE STATEMENT. BLACKEN THE CIRCLE MARKED IF IT IS FALSE FOR YOU OR IF YOU DISAGREE WITH IT.
>
> WORK QUICKLY; DO NOT SPEND TOO MUCH TIME ON ANY ITEM. YOU WILL HAVE 20 MINUTES TO WORK ON THE ITEMS IN PART 3. IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR ANSWERS TO PART 3 OR SIT QUIETLY AND WAIT FOR FURTHER INSTRUCTIONS FROM THE TEST PROCTOR. MARK YOUR ANSWERS ON THE ANSWER SHEET IN PART 3 BEGINNING WITH NUMBER 70. ARE THERE ANY QUESTIONS?

Answer any questions that may be asked, they say:

> TURN THE PAGE AND BEGIN.

Allow candidates 20 minutes to work on the items in Part 3. At the end of 20 minutes, say:

> **STOP WORKING. CLOSE YOUR BOOKLET, AND PASS THE BOOKLET AND ANSWER SHEET, AND ALL SCRATCH PAPER TO THE FRONT OF THE ROOM.**

Once you are <u>certain</u> (count them to be sure) that you have collected <u>all</u> test booklets, <u>all</u> answer sheets, and <u>all</u> scratch paper, you may dismiss the candidates and testing is complete.

AFTER TESTING

> Immediately after completing a test session, you should count all test booklets and answer sheets to make certain that all materials have been collected. Check each test booklet to be sure that no marks were made in the booklet, and return all booklets to your test administrator for secure storage until needed again. Sort all answer sheets so that Side 1 is up, and give the answer sheets to the test administrator for shipment to STC for scoring.

APPENDIX B

RECOMMENDED EEO DATA COLLECTION FORM FOR THE JUVENILE COUNSELOR EXAMINATION

CANDIDATE IDENTIFICATION

NAME _____
LAST FIRST MIDDLE

TESTING LOCATION/COUNTY _____

DATE _____

CANDIDATE I.D. NUMBER TEST BOOKLET

EQUAL EMPLOYMENT OPPORTUNITY CONFIDENTIAL RECORD FORM

PLEASE NOTE: To aid the State of California in its commitment to Equal Employment Opportunity and for purposes of research, applicants are asked to voluntarily provide the following information.

These questions are not to be used for the purpose of making any employment decisions. Your answers to these questions will not be reported to the person making the hiring decision.

Which are you?

- ☐ Male
- ☐ Female

How old are you?

- ☐ Under 21
- ☐ 21 - 29
- ☐ 30 - 39
- ☐ 40 - 49
- ☐ 50 - 59
- ☐ 60 - 69
- ☐ 70 and over

Which of the following categories best describes your racial/ethnic origin?

- ☐ Hispanic (Mexican, Puerto Rican, Cuban, Other Spanish/Hispanic)
- ☐ Filipino
- ☐ White
- ☐ Black
- ☐ Asian or Pacific Islander
- ☐ American Indian or Alaskan native
- ☐ Other, not listed

What is the highest level of education you have completed?

- ☐ Some high school
- ☐ High school diploma (or GED)
- ☐ Some college
- ☐ Associate degree (two-year degree)
- ☐ Bachelor's degree (four-year degree)
- ☐ Some post-graduate work
- ☐ Post-graduate degree (M.A., Ph.D., etc.)

Are you a veteran, spouse of a 100% disabled veteran or a widow or widower of a veteran?

- ☐ Yes
- ☐ No

Check any major disability you have a record of which may have impeded your securing, retaining, or advancing in employmnet:

- ☐ Hearing
- ☐ Sight
- ☐ Speech
- ☐ Physical (Orthopedic/Amputations)
- ☐ Developmental
- ☐ Other Disability (Specify_____)